

OCART TTEE WORKGROUP

(Transitional Training, Education & Employment)

STRATEGIES/RESOURCES/RECOMMENDATIONS/OUTCOMES CHART

This group recognizes the importance of serving the unique need of each individual. References to individuals with ASD include transition age youth with mild, moderate and significant disabilities with a wide range of strengths & talents.

QUESTIONS	BEST PRACTICES/ STRATEGIES	ORGANIZATIONS/ RESOURCES	CONTACTS	RECOMMENDATIONS	OUTCOMES
1. What are the essential resources and services including: <u>employment, independent living, social, safety, healthy relationships, health, & self-determination, needed to promote self-sufficiency</u> in individuals with ASD?	1.1 Effective transition from high school to adult community 1.2 Local Networking 1.3 Individualized Planning 1.4 Self Advocacy Training 1.5 Employment Preparation 1.6 Benefits Planning & Management 1.7 Case Management 1.8 Job Coaching 1.9 Specialized Job Development 1.10 Social Skills Supports 1.11 Mentors 1.12 Technology Supports 1.13 Faith Based Organization Supports & Activities 1.14 Assistive Technology 1.15 Social Opportunities 1.16 Reliable Transportation 1.17 Life Skills Training 1.18 Blended Funding 1.19 Care Notebook Project (GAN)	<ul style="list-style-type: none"> • K-12 Districts • (9) Community Colleges • (4) Regional Occupation Programs • UCI Department of Informatics & Computer Science • CSUF • Regional Center (RC) • Dept. of Rehab (DOR) • OCMH • Social Security Administration (SSA) • Workability I,II,III & IV • Transition Partnership Project (TPP) • Workforce Investment Act Program (WIA) • Mental Health Professionals • OCTA/ACCESS • Adult Service Providers • Grandparent Autism Network (GAN) • For OC Kids • Autism Speaks 	Workability Directors DSP& S Staff Directors Gillian Hayes Jan Weiner Janis White Sandy Fagan SSA Area Work Incentive Coordinator (AWIC) Transition Partnership Project Directors Workforce Investment Act Staff David Monkarsh Bonnie Gillman Hedy Hansen Diane Vitto	1. Develop the Family Autism Network (FAN) Website with resources, services contacts & funding mechanisms 2. Develop a Self –Sufficiency Tool Kit 3. Provide Technical Assistance to Secondary Educators & Other Stake Holders 4. Develop ASD Feasibility Projects, secure funding, implement and evaluate to promote best practice programming options.	Web Site Resources <ul style="list-style-type: none"> ✓ Articles ✓ Research ✓ Resources for Young Adults ✓ Parent Resources ✓ Movies ✓ Books ✓ Event/Training Calendar ✓ Web sites Self-Sufficiency Kit <ul style="list-style-type: none"> ✓ Transition Assessment ✓ Individual Career Development Plan ✓ Self Advocacy Tips ✓ Disability Disclosure Strategies ✓ Employability Skills Development ✓ Work Incentives ✓ Benefits Planning Strategies ✓ Post- Secondary Education Success Tools

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		<ul style="list-style-type: none"> Autism SOS Easter Seals CA Health Incentives Initiative Project Special Olympics Best Buddies Faith Based Organizations Diversity Dances OC One Stop Interagency Autism Network (IAG) OC Autism Regional Task Force Orange County Adult Transition Task Force (OCATTF) Community Services Programming Area Board XI In-Home Support Services 	Debora Smith Kathleen Kolenda Rachel Stewart David Armandariz Alexeyeva Smith Michael Siegel Dennis Roberson Janis White Linda O'Neal Susan Eastman		
2. What are some blended funding strategies to help with funding for needed services and supports for individuals with ASD?	2.1 Collaboration across agencies 2.2 Ongoing Identification of funding streams 2.2 Funding Sources are evaluated & transparent 2.3 Service documentation to prevent duplication	<ul style="list-style-type: none"> Orange County Adult Transition Task Force (OCATTF) K-12 Districts OC For Kids Family Autism Network Communities of Practice 	L. O'Neal H. Hanson Nancy Donnelly Loran Vetter R. Rosenberg	1. Encourage multiagency planning & service provision 2. Identify potential funding sources 3. Write grants to secure funding for ASD Program Development 4. Develop procedures to document service provision through multiple sources	Training Work Shops Technical Assistance Network List of Potential Funding Sources

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3. How do we support the development of individual talents, strengths and preferences of people with ASD, including those not in special education &/or ineligible for Regional Center to ensure quality of life that includes employment/career?	3.1 Transition Assessment 3.2 Person Centered Planning 3.3 Discovery Process 3.4 Employment Action Plan 3.4 Customized Employment 3.5 Disability Disclosure as needed 3.6 Use of accommodations 3.7 Talent development	<ul style="list-style-type: none"> • K-12 Districts • Regional Center • Department of Rehabilitation • Community Colleges • US Dept of Education Projects with Industry (PWI) • DOR Statewide Autism Training • Diversity Dances • Inclusion Films • Actors for Autism • Other Non-profits 	Lonny Keefover Sandy Fagan L. O'Neal R. Rosenberg B. Menn G. Strickland R. Rosenberg M. Siegel	1. Design Website to showcase talented individuals with ASD 2. Develop Summary of Performance (SOP) that is shared with Adult Service Providers 3. Develop and implement ASD Training Programs for Stakeholders' involved in service provision.	Web Site Resources ✓ Success Profiles ✓ Talent Development Programs Summary of Performance Models ✓ Samples to include methods to demo talents in a variety of mediums ✓ Disability Disclosure Practices ASD Training Programs ✓ Adult Service Providers ✓ DOR ✓ RC ✓ Medical Professionals ✓ Service Agencies ✓ Educators
4. How can we ensure that families, individuals with Autism and other stakeholders have access to local, state, and federal resources to support quality of life?	4.1 Early access to resources 4.2 Promote Inclusion in all environments 4.3 Translate materials into needed languages 4.4 Define Terms/Acronyms for all Stakeholders 4.6 Special Needs Trust Planning	<ul style="list-style-type: none"> • Autism Interagency Group (AIG) • OCART • OCATTF • Disability Rights California 	D. Roberson J. White L. O'Neal Cynthia Patricia Salomon	1. Monthly Advisory Committees 2. Develop the Family Autism Network Website	Transition ASD Definition & Acronym List Website Family & Stakeholder Resources Advisory Committee Actions ✓ Website postings ✓ ASD Resources

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5. How do we create open and welcoming opportunities in post-secondary education settings to support personal development valued by the stakeholder?	5.1 Support Social Skills Development in natural settings 5.2 Effective PSE preparation in middle & high school 5.3 Comprehensive Exchange of information between secondary settings and PSE Settings 5.4 Disability understanding and disclosure as needed 5.4 Utilize DSP& S Offices to secure needed accommodations	<ul style="list-style-type: none"> North Orange County Community College District CA Post Secondary Education Consortium Coastline Community College District CSUF Chapman University CSULA OCDE USC UCEDD (University Center for Excellence in Developmental Disabilities Research education & Service) 	Denise Simpson Olivia Raynor Jody Hollinden Jan Weiner Janet Dodd L. O'Neal R. Rosenberg B.Menn R. Rosenberg	<ol style="list-style-type: none"> Develop Post -Secondary Education (PSE) Kit Utilize Summary of Performance (SOP) to promote success in PSE Settings Develop teacher training materials to support college preparation Develop Materials for Teacher Credentialing Programs Identify Evidenced Based Best Practices 	Preparing for PSE Kit <ul style="list-style-type: none"> ✓ Middle & High school Preparation for college materials ✓ Disability Awareness & identification ✓ Identify needed services & accommodations ✓ Selecting the right PS Program to match your Career Plans ✓ Utilizing Special Services Department at Community College & Universities ✓ Awareness of relevant legislation ✓ PSE Success Strategies PSE Success Materials <ul style="list-style-type: none"> ✓ Brochures ✓ Videos ✓ Websites
6. How do we ID, create and nurture employer support of persons with ASD in the workplace?	6.1 Specialized Job Development 6.2 Business Outreach 6.3 Business Advisory Committees 6.4 Business Partner Supports 6.5 Job Coaching 6.6 Identify & Implement	<ul style="list-style-type: none"> TEACCH CA EDD Labor Market Information (LMI) Workability Directors Transition Partnership Project Directors 	Job Developers for Workability I	<ol style="list-style-type: none"> Identify Best Practices in recruiting, supporting and recognizing Employers who Are supportive and successful in employing individuals with ASD. Utilize Labor Market Data To identify specific employer 	Website Employer Resources <ul style="list-style-type: none"> ✓ Tax Credits ✓ Paid Internships ✓ On the Job Training (OJT) ✓ Workplace accommodations ✓ Work Site Training

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	accommodations 6.6 Tax Credits 6.7 Employee Success Stories	<ul style="list-style-type: none"> • Workforce Investment Act • OC One Stop • OC Employment Advocacy Network (OCEAN) • Employment Development Department • DOR • Work Opportunity Tax Credits (WOTC) • ADA Compliance Support • Worksite Training Support • Worksite Mentors • OC Business Council 	TPP WIA L. O'Neal L. Seppala S. Fagan Community Work Incentive Specialists (CWIC) R. Rosenberg	needs and potential labor pool 3.Develop methods to document and showcase success stories	✓ Universal Design Employer Recognition Program <ul style="list-style-type: none"> ✓ Website Recognition ✓ Certificates ✓ Newspaper Articles
7. How do we help individuals with ASD, families and other stakeholders to create safe work place, home & community environments?	7.1 Personal Safety Training 7.2 Law Enforcement Training & ASD Awareness 7.3 Shared Behavioral Supports/Exchange of Information 7.4 Information /Hot Line 7.5 Legal Assistance for Individuals with significant disabilities 7.6 Legal Supports for family (Conservatorship & Special Needs Trusts)	<ul style="list-style-type: none"> • Get Safe Program • Irvine Safe Return Home Registry • GAN • 211 Hotline • Legal Aid Society • Dale McIntosh Center • Disability Rights CA • OC County Superior Court Free Conservatorship Clinic • Western State University Legal Clinic 	Stuart Haskin Bonnie Gillman Officer Troy Gelish, Irvine Police Department Cynthia Patricia Salomon	<ol style="list-style-type: none"> 1. Use of a Safe Return Home Registry or other system to support community safety 2. Develop & implement Law Enforcement/First Responder Training 3. Identify community communication methods 4. Identify legal assistance resources 5. Outreach to District 	Web site Resources Safe Return Home Registry Utilization <ul style="list-style-type: none"> ✓ Marketing Campaign Law Enforcement Training & Support <ul style="list-style-type: none"> ✓ DVD ✓ Briefing Trainings ✓ Expert Contacts ✓ Identification Methods

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	7.7 Stakeholder training specific to community safety 7.8 Partnerships with mental health professionals	<ul style="list-style-type: none"> Parents Helping Parents CA Courts Self Help Center OC Bar Association Mental Health Professionals 	D. Monkarsh	Attorneys, Judges, Attorneys	Stakeholder Workshop Opportunities <ul style="list-style-type: none"> ✓ Individuals with Autism ✓ Families ✓ Educators ✓ Service Providers ✓ Legal System
8. How do we provide support for individuals with ASD who do not qualify for (RC, MH or Insurance Guidelines) but not able to function successfully in community settings?	8.1 Promote the concept of natural supports 8.2 Mentors 8.3 SSA Work Incentives 8.4 Case Management by specialized Staff	<ul style="list-style-type: none"> Faith Based Organizations SSA 	AWIC CWICS	1. Develop a Service Chart identifying specific services, providers and funding sources	Website <ul style="list-style-type: none"> ✓ ASD Service Chart Mentoring Program <ul style="list-style-type: none"> ✓ Peer Mentors ✓ Career Mentors ✓ PSE Mentors ✓ Faith Based Mentors
9. How do we stay focused on research based programming and outcome data that supports implementation of best practices?	9.1 ASD Research Articles 9.2 Data Collection 9.3 Summative & Formative Evaluation methods 9.4 IAN Interactive Autism Network 9.5 University Researchers focused on ASD	<ul style="list-style-type: none"> Interactive Autism Network Allen, Shea & Associates University of CA Irvine Department of Informatics & Computer Sciences UCI Medical School UC Davis Mind Institute Interactive Autism Network (IAN) 	B. Gillman Bill Allen Gillian Hayes	1. Identify and utilize existing data collection systems to assist with ASD program development 2. Develop, manage & utilize data collection system that includes formative and summative methods 3. Identify funding sources to design ASD evaluation system to collect education, employment and independent living data.	ASD Programming Best Practices <ul style="list-style-type: none"> ✓ Employment ✓ PSE ✓ Independent Living Web Site Resources Evaluation System to collect ASD Data Local, State & Federal Grants (including non-profits) to support ASD Programming

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10. How do we provide necessary ongoing support to promote employment, job retention and career advancement for individuals on the spectrum?	10.1 "Talent Know No Limits " We Connect Campaign, Maria Shriver 10.2 Regional Center "Work Initiative" 10.2 CA Health Incentives Improvement Project (CHIIP) 10.3 Specialized Job Development 10.3 Quality Integrated Work Experience 10.4 Alternate examination and appointment process designed to facilitate the recruitment and hiring of persons with disabilities. 10.5 Benefits Planning & Management 10.6 Job Coaching 10.7 Case Management 10.8 ADA Accommodations to support job retention 10.9 Best practice workplace supports 10.10 Work Evaluations 10.11 Job Coaching 10.12 Microenterprise 10.13 Career Development Planning 10.14 Assistive Technology	<ul style="list-style-type: none"> • We Connect • Workability I,II,III & IV • Transition Partnership Project (TPP) • Workforce Investment Act Program (WIA) /OC Workforce Investment Boards • Regional Center • Department of Rehabilitation • Social Security Administration (SSA) • One Stop • California Health Incentives Initiative Project (CHIIP) • Association of Regional Center Agencies (ARCA) • CA Limited Evaluation & Appointment Program (LEAP) • Ticket-to-Work • ATEC (Assistive Technology Exchange Center)/ Goodwill 	Maria Shriver's Office Workability Directors Transition Partnership Project Directors Workforce Investment Act Staff S. Fagan SSA Area Work Incentive Coordinators Community Work Incentive Coordinators	1. Identify Web Site Host 2. Design Employment /Career Development Kit 3. Develop Summary of Performance (SOP) Guidelines to promote effective exchange of information between the school districts and employers and post secondary educators	Employment Related Web Site Resources ✓ Videos ✓ Articles Employment/Career Development Kit ✓ Employment specific programming forms ✓ Employment Placement, Retention & Career Advancement Procedural Guidelines Summary of Performance Model ✓ Academic Performance Summary ✓ Functional Performance Summary ✓ Recommendations for Post-Secondary Programming ✓ Needed Accommodations ✓ Resources

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	10.15 Summary of Performance	School District Transition Specialists	L. O’Neal		✓ Services

Blue lettering indicates revisions to original (6) questions and (4) new questions.